C1 P. Filippetto

1st semester 2015/2016

NEF chapter 3

G speculation and deduction
V sounds and the human voice
P consonant clusters

'Noise is the most impertinent of all forms of interruption.'
Arthur Schopenhauer, German philosopher

Breaking the silence

1 VOCABULARY & WRITING
sounds and the human voice

a How noisy is it where you work / study? What noises can you hear? Do any of the noises affect your concentration?

b Look at a list of the most annoying noises in an office (not in order). Which one do you think was voted the most irritating?

c 3.1 Now listen to the noises, in reverse order (8 = the least annoying). Number the phrases in **b**. Which of these noises do *you* find irritating? Are there any that don't really bother you?

d Make a list of other annoying noises. Then have a class vote on which one is the most annoying.

e **p.161 Vocabulary Bank** *Sounds and the human voice.*

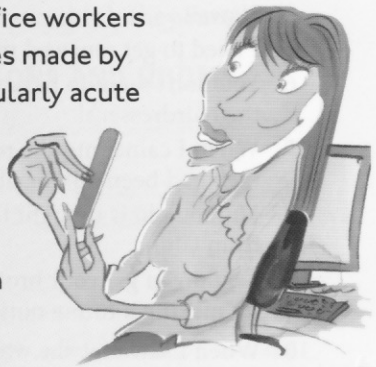
f 3.3 Listen to the sounds and make a note of what they are. Then write three paragraphs based on the sounds you heard. Begin each paragraph as follows:

1 It was 12.30 at night and Mike had just fallen asleep…
2 Amanda was walking down Oxford Street…
3 It was a cold winter's night in November…

It drives me mad!

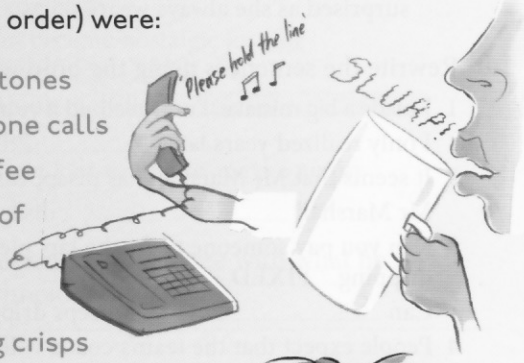
Office noises we just can't bear…

According to a nationwide poll, many office workers in the UK are being driven mad by noises made by their colleagues. The problem can be particularly acute where two or three people share a small office and in companies which have 'open plan' offices. Amplifon, the organization which conducted the online opinion poll, said 'People are easily offended by sounds in the office but very few do anything about it. Most people just suffer in silence.'



The most irritating noises (not in order) were:

- ☐ Other people's mobile ring tones
- ☐ People making personal phone calls
- ☐ People slurping tea and coffee
- ☐ People tapping the keyboard of their computer
- ☐ The boss's voice
- ☐ The crunch of people eating crisps
- ☐ The 'hold' music on the telephone
- ☐ The hum of the air conditioning



2 PRONUNCIATION
consonant clusters

Consonant clusters (combinations of two or three consonant sounds, e.g. ***clothes***, ***spring***) can be difficult to pronounce, especially if it is a combination that is not common in your language.

Three-consonant clusters at the beginning of words always begin with *s*, e.g. ***scream***.

Three-consonant clusters at the end of words are often either plurals (*mo**nths***), third person singular verbs (*wa**nts***), or regular past tenses (***asked***).

a **3.4** Read the information box and listen to the words below. Then practise saying them.

At the beginning of a word:

two sounds:	three sounds:
click	screech
slam	scream
crash	splash
slurp	
drip	
snore	
stammer	

At the end of a word:

two sounds:	three sounds:
shouts	crunched
sniffs	mumbled
yelled	crisps
hummed	rattled

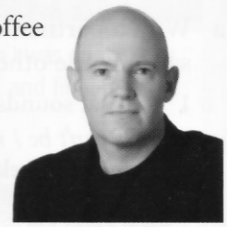
b **3.5** Listen and repeat the sentences.

1 She **scream**ed when her **fr**iend **splash**ed her in the **sw**imming pool.
2 The **br**akes **scr**eeched and then there was a **tr**emen**d**ous **cr**ash.
3 I hate the **cr**unching of someone eating **crisps**.

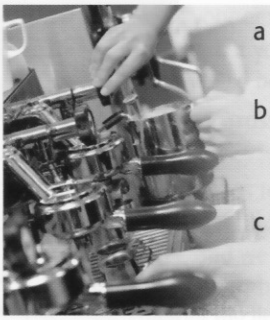
c Write three sentences of your own, each using two of the words from **a**. Give them to your partner to say.

3 LISTENING & SPEAKING

a When you go for a coffee, do you prefer a quiet coffee bar or somewhere more lively?



b **3.6** Listen to Julian Treasure, an acoustician, talking on the BBC Radio 4 *Today* programme about noise pollution. Tick the best summary of what he says.



a ☐ Companies need to pay attention not only to how they look, but also to how they sound.

b ☐ Businesses and organizations should stop playing background music. Silence is much more relaxing.

c ☐ It's more important for restaurants and shops to have the right background noise than it is for offices.

c Look at the glossary and listen to the programme again. Then with a partner try to answer the questions.

barista /bəˈrɪstə/ *noun* person who works in a coffee bar
chiller cabinet /ˈtʃɪlə ˌkæbɪnət/ *noun* large fridge where cold drinks are kept
knowledge worker /ˈnɒlɪdʒ ˌwɜːkə/ *noun* a person whose job involves handling or using information

1 What does the book *Sound Business* claim?
2 What are some of the noises he complains about…?
a in the mobile phone shop b in the coffee shop
3 According to the reporter, what are the three most annoying noises?
4 What effect does
a appropriate sound b inappropriate sound
have on sales in a shop?
5 How many of the people he stopped seemed positive about background music?
6 When Julian visits the BBC office, what does he call 'the most distracting sound in the whole world'?
7 What is the problem with the way businesses are using sound at the moment?
8 What do experts think is the right kind of sound to have in a public place?
9 Where was it used and why? What effect did it have?

d Do you agree with Julian Treasure that businesses should think more carefully about how they use sound?

e Talk to a partner.
What kind of sounds or music (if any) do you think you should have…?

- in bars and restaurants
- in class at a language school
- in an office
- in a hotel reception
- at the hairdresser's
- in a supermarket
- in a clothes shop
- on public transport
- in the weights room of a gym
- while you're having a massage
- at the dentist's while you're being treated
- when a plane is taking off and landing
- when you're put on hold on the phone

4 GRAMMAR speculation and deduction

a With a partner, circle the right form. Try to say why the other one is wrong.

1 **A** That sounds like the neighbours' dog.
B It *can't be / mustn't be*. They've gone away for the weekend and they've taken the dog with them.

2 There's no sound coming from his room. He *probably hasn't / hasn't probably* woken up yet.

3 **A** Didn't you hear that bang in the middle of the night? It woke me up.
B Yes, I did. It *must be / must have been* the wind.

4 Can you turn the music down? If we make too much noise, the woman upstairs *will likely call / is likely to call* the police.

5 **A** Can I speak to Raymond, please?
B Sorry, he's not back yet. He *must work / must be working* late.

b **p.142 Grammar Bank 3A.** Read the rules and do the exercises.

5 READING & SPEAKING

a Read the introduction to the article and look at the photos. What do you think the article is going to be about?

b Read the rest of the article. What is Susie Rea's project? What paradox of modern life does her project highlight?

c Look at the photos of people Susie sees every day in London. With a partner, speculate about…

what they might do.

how old they must be.

where they might be from.

what kind of person they might be.

Breaking the silence

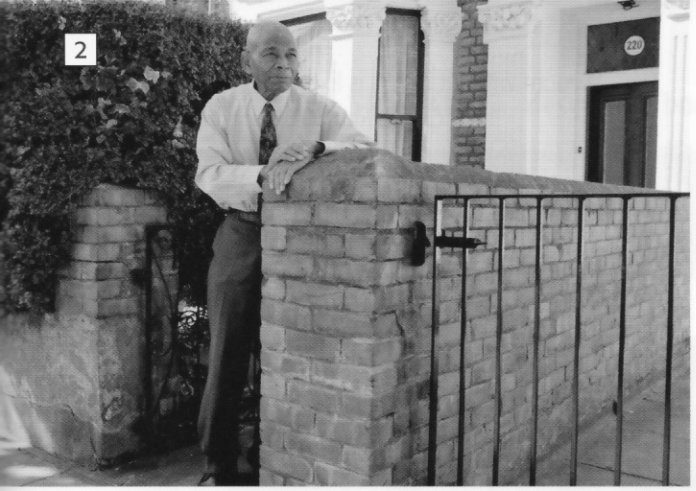
Have you ever wondered who the people are you see every day on the way to work? You've never spoken to them, but you see them every single morning. You know what clothes they wear, the paper they read, the way they always stand at the same place at the bus stop or on the railway platform. They also see you there every day. But they're still strangers…

A community is now a non-geographical concept. Friends and family are scattered widely, with contacts kept by mobile phone and email. Our real-life neighbourhood becomes an unknown zone. We can look at the television or the Internet to find out about what's happening thousands of miles away, day and night. But the streets outside? It can be a no-man's land which we navigate, but never really know.

Photographer Susie Rea lives in London and her latest project, entitled *Intimate Strangers*, aims to discover more about the strangers she passes every day. She says, 'In London you don't talk to strangers or ask who they are and what they do. Day to day, I find myself inventing the answers; creating snapshots of lives in my head that are entirely imagined.'

So what would happen if you stopped that stranger and introduced yourself? Would they shake your hand and become an acquaintance? Susie decided to find out.

Susie's starting point was seeing a man in a Panama hat each day. He was always wearing it and it intrigued her to think about who he might be. 'I thought he must be a writer or a teacher wearing a hat like that'. But approaching him was difficult. 'It's not easy to suddenly talk to someone you recognize, but have never spoken to...it was a very weird experience.'



d 3.7 Listen to Susie talk about the people. What did you find out about them? Were you surprised by anything?

e What kind of person do you think Susie is? What do you think of her experiment? Can you imagine someone doing the same project where you live?

f Read some readers' responses to Susie Rea's experiment . Complete them with one of the phrases below. There are two phrases you don't need.

A We exchanged a 'good morning' and a smile
B But in all this time I never actually found out what her name was
C It is a joy to be able to walk among strangers.
D It just goes to show how far a friendly gesture might lead.
E Maybe if we got to know the people who share our community
F Maybe soon we'll be brave enough to say hello to some of our 'intimate strangers'.
G My partner commutes to London every day for work.
H Now I really regret not speaking to her
I Then in 1987 a hurricane hit the country

LEXIS IN CONTEXT

g Look at the highlighted words and phrases and work out the meaning of any that you don't know. Check with your dictionary.

h Have you had any similar experiences to the people who wrote to the website? How well do you know *your* neighbours and people you pass every day? Would you like to get to know them better?

Add comments on this story.

For about 18 months I saw the same woman when I was on the way to work and I nicknamed her 'The Irish lady'. [1] ☐ and finding out if she really was from Ireland.

Jerry, South London

This sounds like a fascinating project! You could say the same thing about your next-door neighbours. You see the same people day in day out, but you never find out what they're really like. [2] ☐, the world would be a safer place.

Simone, Brussels

I catch a bus to work once a week and it's always the same people. For the last six months, I've been chatting to a woman from our street, and we talk about all sorts of things, from the weather to childcare problems. [3] ☐ until last week – and that's only because she told my little girl.

Sarah, High Wycombe

Love the article! And this definitely applies to where my parents live. My parents and I had been living in the same street for more than 10 years and had never really got to know our neighbours. [4] ☐ and an enormous tree blew down and crashed through our roof. The neighbours all came round and offered us food and any help we needed. But then everything went back to normal. My parents still live in the same house and they've never spoken to the neighbours since.

S Taylor, Weybridge, Surrey

I used to pass the same woman every day as I walked to work and never said hello or even acknowledged her. I decided this was ridiculous, so one morning I went up to her and said 'hello'. [5] ☐ for the next couple of weeks. But then she changed her route to work. Even though it was only a greeting and a smile, it seems some people just prefer to be left undisturbed.

Nigel, Birmingham

The reason why I choose to live in London is that I love the fact that I don't have to get to know my neighbours and pretend to be interested in their small talk. [6] ☐ If you want to be overly friendly with your neighbours, go and live in the north of England! London is fine as it is, thank you very much!

Carl, North London

I commute into central Leeds every day and I used to see the same gentleman on the station platform every morning. We would exchange nods and smiles and eventually he came up to me and we started chatting. Then we met for a drink and got to know each other better. We are now engaged and are getting married next July. [7] ☐

Cyndi, West Yorkshire

6 WRITING

Write your own 50–70 word response to Susie's article.

3 B

G adding emphasis (1): inversion
V describing books
P words with 'silent' syllables

'A room without books is like a body without a soul.'
Cicero, Roman orator and philosopher

Lost in translation

1 READING

a In teams of four or five, do the quiz.

First and last lines quiz

Look at some famous first and last lines from novels. Which do you think are first lines and which last lines? Write F or L.

1 ☐ All children, except one, grow up.

2 ☐ It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.

3 ☐ 'Oh, my girls, however long you may live, I never can wish you a greater happiness than this!'

4 ☐ James Bond, with two double bourbons inside him, sat in the final departure lounge of Miami Airport and thought about life and death.

5 ☐ Mr and Mrs Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much.

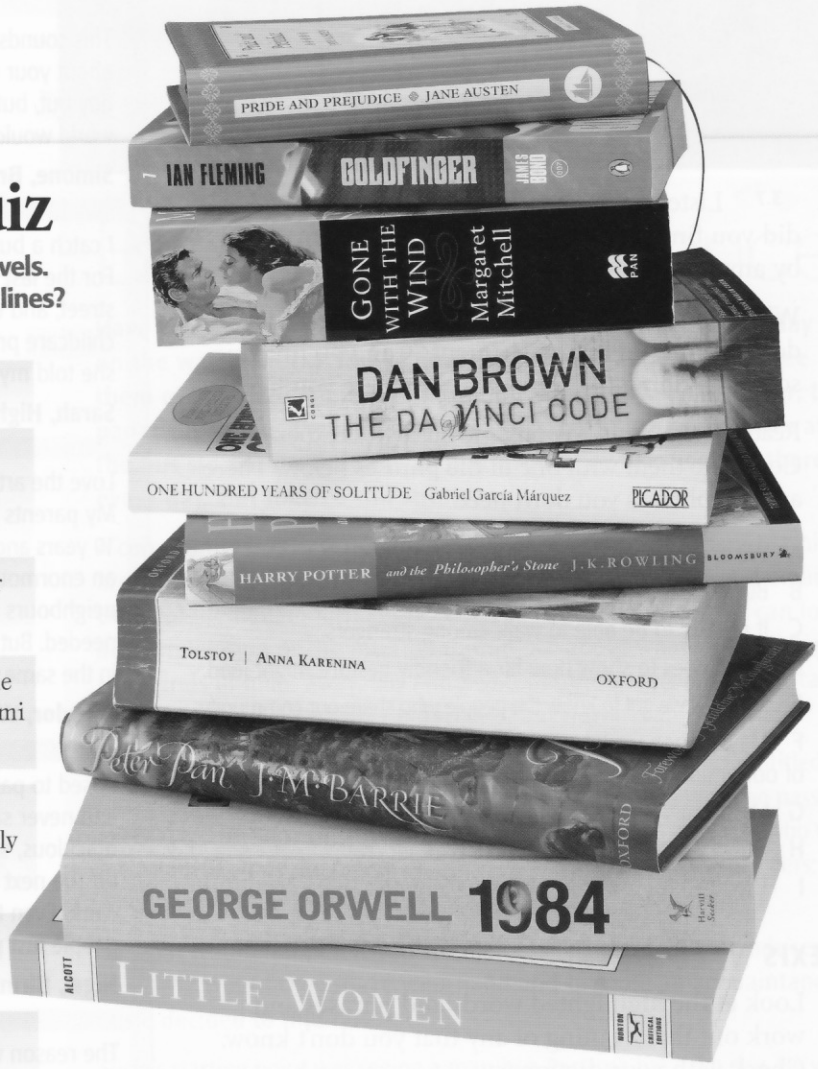
6 ☐ 'Tomorrow, I'll think of some way to get him back. After all, tomorrow is another day.'

7 ☐ Happy families are all alike; every unhappy family is unhappy in its own way.

8 ☐ Two gin-scented tears trickled down the sides of his nose. But it was all right, everything was all right, the struggle was finished. He had won the victory over himself. He loved Big Brother.

9 ☐ Many years later, as he faced the firing squad, Colonel Aureliano Buendía was to remember that distant afternoon when his father took him to discover ice.

10 ☐ Renowned curator Jacques Saunière staggered through the vaulted archway of the museum's grand gallery.



Match the first and last lines to the novels they are from.

A ☐ *1984* by George Orwell, 1949
B ☐ *Goldfinger* by Ian Fleming, 1959
C ☐ *Gone With The Wind* by Margaret Mitchell, 1936
D ☐ *Anna Karenina* by Leo Tolstoy, 1877
E ☐ *One Hundred Years Of Solitude* by Gabriel García Márquez, 1967
F ☐ *Harry Potter and the Philosopher's Stone* by JK Rowling, 1997
G ☐ *Little Women* by Louisa May Alcott, 1868
H ☐ *The Da Vinci Code* by Dan Brown, 2003
I ☐ *Peter Pan* by JM Barrie, 1911
J ☐ *Pride and Prejudice* by Jane Austen, 1813

b Which do you think is the best first line? Does it make you want to read the book? Which (if any) of these books have you already read? What did you think of it / them?

2 VOCABULARY & SPEAKING describing books

a Complete some readers' comments about books with an adjective from the list.

depressing entertaining fast-moving gripping haunting heavy-going implausible intriguing moving thought-provoking

1. A wonderful book. So _____ it brought tears to my eyes! ★★★★★
2. A _____ novel that raised many interesting questions. ★★★
3. Rather _____. I had to make a real effort to finish it. ★★
4. A _____ story. I was hooked from the very first page. ★★★★★
5. A light but _____ novel, perfect for beach reading! ★★★
6. The plot was _____. It was impossible to predict how it would end. ★★★★
7. The characters were totally _____. I couldn't take any of them seriously. ★
8. A _____ story which jumps from past to present and back again at breakneck speed. ★★★★
9. A well-written novel, but so _____ it made me feel almost suicidal! ★★★
10. A _____ tale which stayed with me long after I'd finished reading it. ★★★★

b Take turns with a partner to choose an adjective from the list and say a book or a film that you could use the adjective to describe.

c 3.8 Listen to a man talking to a friend about a book he couldn't put down. Write down four positive adjectives he uses to describe the book.

d Now talk to a partner about your reading tastes. Try to use a variety of adjectives to describe the books.

3 GRAMMAR adding emphasis (1): inversion

a Match the halves to make sentences from novels.

1. ☐ His voice was low, but I was able to hear what he said, though **only later** did I understand…
2. ☐ **Never** had he been so unnatural and artificial, even with an outsider or when making a formal call,…
3. ☐ **Not only** was Venus Maria an adored and controversial superstar,…
4. ☐ **Not until now** have I been ready to confess…
5. ☐ **No sooner** had one campaign come to an end…

A as he was that day.
(*Anna Karenina* by Leo Tolstoy, translated by Constance Garnett)

B what he meant.
(*Girl with a Pearl Earring* by Tracy Chevalier)

C that I am a writer.
(*Tough Guys Don't Dance* by Norman Mailer)

D she was also Lucky's best girlfriend.
(*Dangerous Kiss* by Jackie Collins)

E than the candidates began anticipating the next.
(*Imperium* by Robert Harris)

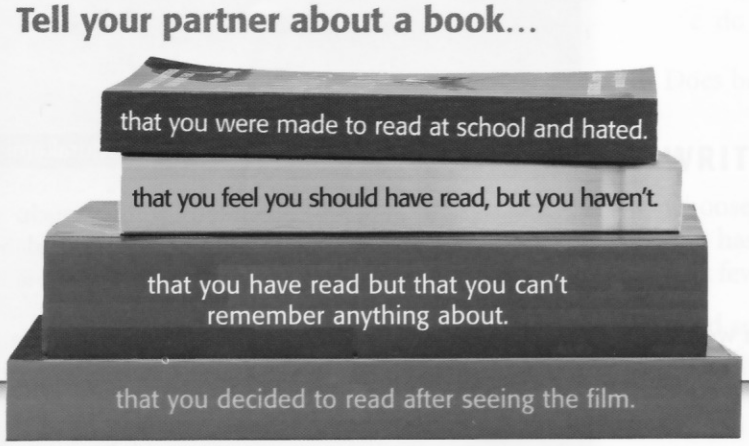
b Look at the verbs after the **bold** adverbial expressions. What is unusual about the word order? What is the effect of putting the adverbial expression at the beginning of the sentence?

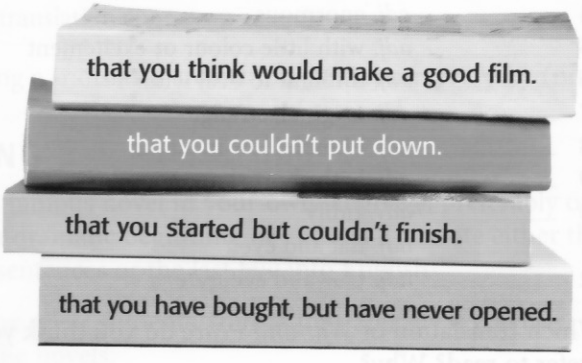
c p.143 Grammar Bank 3B. Read the rules and do the exercise.

d Imagine you are a novelist. Complete the sentences in your own words using inversion to make them as dramatic as possible.

1. Not until the last moment…
2. Never in my life…
3. Not only… but…
4. Only after the wedding…
5. No sooner… than I realized…

Tell your partner about a book…





4 PRONUNCIATION words with 'silent' syllables

a 3.9 You are going to hear ten sentences. For each one, write down the last word you hear.

b Read the information box below. Then cross out the vowels that are not pronounced in the words you wrote down in **a**.

> Some common multi-syllable words in English have vowels which are often not pronounced, e.g. the middle *e* in *vegetable* and the second *o* in *chocolate*. When this happens, the word loses an unstressed syllable. If you pronounce these vowels, you will still be understood, but leaving them out will make your speech sound more natural, and being aware of them will help you to understand these words in rapid speech.

c 3.10 Listen and check. Practise saying the words.

5 READING

a If you read an English novel, would you prefer to read it in the original version or translated into your language? Why?

b You are going to read an article about translation. Before you read the article, look at the two extracts, which are different translations from the Japanese of the first lines of a novel by Haruki Murakami. Answer the questions with a partner.

1 What details do you find out in the first translation that you don't in the second, and vice versa?
2 What differences do you notice
a) in tenses and vocabulary b) in the length of sentences?
3 Which translation do you prefer? Why?

c Now read the whole article and answer the questions.

1 What is the author's attitude towards translators?
2 Whose translation made many readers fall in love with Murakami? Why?
3 In what way were Constance Garnett's translations controversial?
4 What metaphor does Kornei Chukovsky use to describe her translations? What do you think he means by it?
5 Why do you think Andrew Bromfield chose to translate *War and Peace* in such a different way?

LEXIS IN CONTEXT

d Look at the highlighted adjectives and adverbs, and guess the meaning of the ones you don't know. Then match them to meanings 1–12.

1 _____ *adv.* hardly
2 _____ *adv.* deeply
3 _____ *adv.* it could be argued
4 _____ *adj.* enormous
5 _____ *adj.* with little colour or excitement
6 _____ *adj.* difficult to deal with
7 _____ *adj.* original, strange
8 _____ *adj.* humble, low in status
9 _____ *adj.* with short sharp sounds
10 _____ *adv.* tidily
11 _____ *adj.* flat and even
12 _____ *adj.* true and accurate

e Which translation of *War and Peace* do you think you would prefer to read? Why?

LOST IN TRANSLATION

THE IMPORTANCE of the lowly translator to our understanding of foreign literature cannot be underestimated. Like ghosts hovering over the text, these rarely mentioned linguists can profoundly alter the tone and style of a book. The difference a translator can make to the style and flow of a novel can be vast. Here are two interpretations of the opening lines to *The Wind-Up Bird Chronicle* (1997) by the Japanese novelist Haruki Murakami.

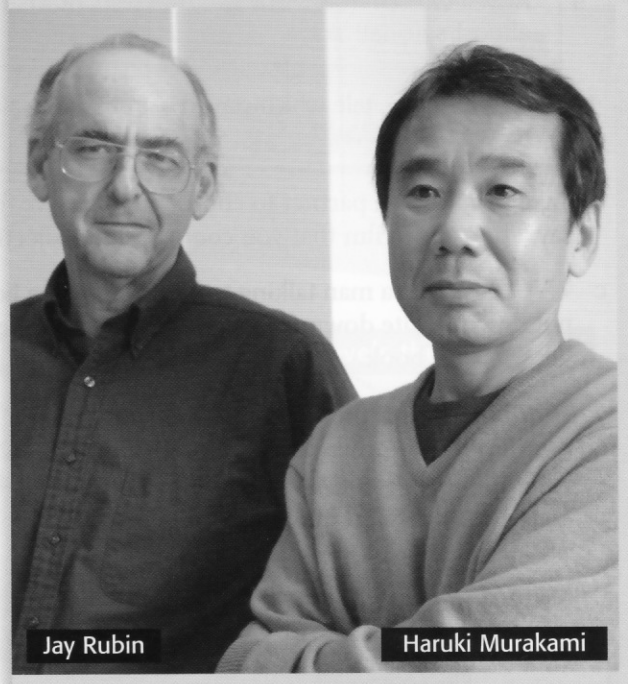
Extract 1

'When the phone rang I was in the kitchen, boiling a potful of spaghetti and whistling along with an FM broadcast of the overture to Rossini's *The Thieving Magpie*, which has to be the perfect music for cooking pasta.'

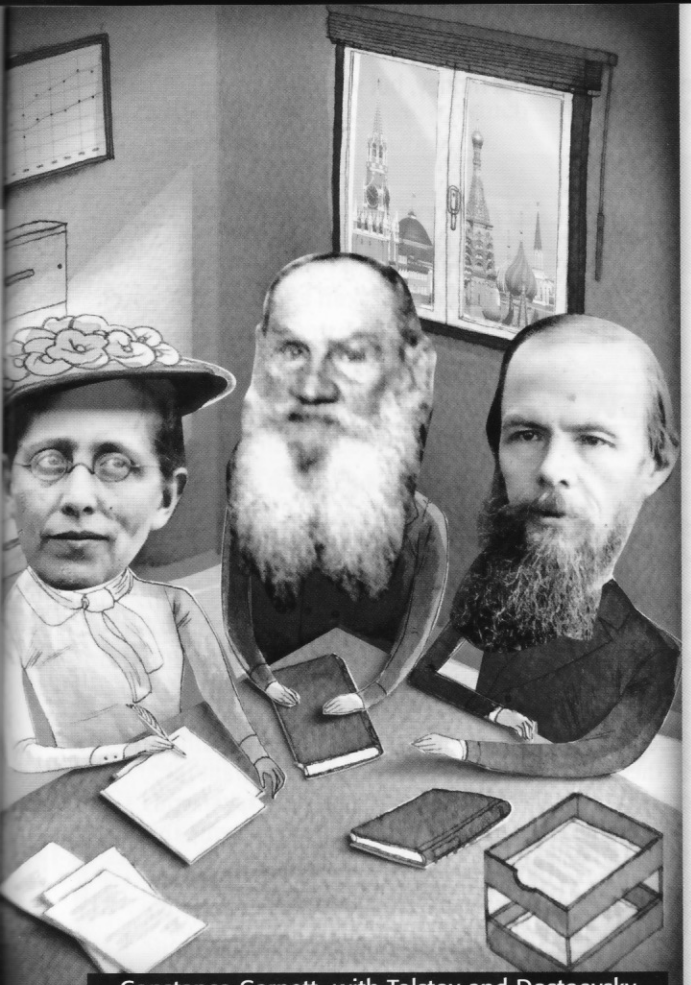
Extract 2

I'm in the kitchen cooking spaghetti when the woman calls. Another moment until the spaghetti is done; there I am, whistling the prelude to Rossini's *La Gazza Ladra* along with the FM radio. Perfect spaghetti-cooking music.

The first is written by Murakami's officially sanctioned translator, Jay Rubin, and flows neatly and cleanly.



The second, written by Alfred Birnbaum, is much more staccato, even neurotic. The former gained Murakami a wider English-speaking audience; however countless fans are besotted with Birnbaum's quirky style – to them he has become the voice of Murakami.



Constance Garnett with Tolstoy and Dostoevsky

TRANSLATING can also be a controversial business. Constance Garnett (1861–1946) was arguably the first to bring the Russian literary giants to British readers, and churned out 70 English translations of major works throughout her lifetime. She worked incredibly quickly, making mistakes and skipping awkward passages and phrases. Yet one of Garnett's greatest crimes, according to Russian critics, was that she applied Victorian sensibilities to works by the likes of Tolstoy and Dostoevsky. Kornei Chukovsky, commenting on Dostoevsky's *Notes from Underground*, wrote 'With Constance Garnett it becomes a safe, bland script: not a volcano, but a smooth lawn mowed in the English manner – which is to say a complete distortion of the original.' Russian-born American poet Joseph Brodsky remarked: 'The reason English-speaking readers can barely tell the difference between Tolstoy and Dostoevsky is that they aren't reading the prose of either one. They're reading Constance Garnett.'

Translators continued to use Garnett's texts as a guide for decades, until the acclaimed Richard Pevear and Larissa Volokhonsky set out to finally produce faithful versions of the Russian masterworks in the nineties. Yet in October 2007 British translator Andrew Bromfield's edition of *War and Peace* blew the debate wide open. Shortening the novel from 1,267 pages to just 886, and giving it a happy ending, his publisher Ecco boasted that the Bromfield edition was 'twice as short, four times as interesting…More peace and less war.'

From *The Observer*

6 LISTENING

a You are going to listen to an interview with Beverley Johnson, a professional translator working in Spain. Before you listen, think of three questions you might ask her about translating.

b 3.11 Listen to the interview. Did she answer any of the questions you or other students came up with?

c Listen again. Choose a, b, or c.

1 One of the reasons why Beverley decided to become a translator was because…
   a she thought teaching English was boring.
   b she really enjoyed the postgraduate course that she did.
   c she wanted to be self-employed.

2 Most people who translate novels into English…
   a don't do any other kind of translation work.
   b prefer translating authors who are no longer alive.
   c often only ever translate one particular writer.

3 She mentions the advertising slogan for Coke™ as an example of…
   a how difficult it is to convey humour in another language.
   b how you cannot always translate something word for word.
   c how different cultures may not have the same attitude to advertising.

4 *The Sound of Music* was translated into German as…
   a 'All dreaming together'
   b 'Tears and dreams'
   c 'My songs, my dreams'

5 Which of these is <u>not</u> mentioned as a problem when translating film scripts?
   a Having enough room on the screen.
   b Conveying the personality of the speaker.
   c Misunderstanding the actors' words.

6 The problem with translating swear words in a film script is that…
   a they may not have the same strength in both languages.
   b they may not be translatable.
   c you can't use taboo words in some countries.

7 Which of these is mentioned as one of the downsides of being a freelance translator?
   a A low salary.
   b No paid holidays.
   c Time pressure.

8 Beverley's advice to would-be translators is to…
   a specialize.
   b study abroad.
   c do a translation course.

d Does being a translator appeal to <u>you</u> as a career? Why (not)?

7 WRITING

a Choose a famous novel in your own language, preferably one that has a dramatic beginning or ending. Translate either the first few sentences or the last few into English.

b Read some other students' translations and see if you can identify the novels.

'You can be young without money, but you can't be old without it.'
Tennessee Williams, US dramatist

Are you suffering from *Affluenza*?

1 READING & SPEAKING

a Look at the lesson title. 'Affluenza' is an invented word, made from putting two words together, *affluent* and *influenza*. Look at the dictionary definitions, and decide what you think it means.

affluent
/'æfluənt/ *adj.* ▪ having a lot of money and a good standard of living

influenza
/ɪnflu'enzə/ *noun* ▪ (formal) flu, an infectious illness

b Read the product description from an online book retailer and a review of Oliver James' book *Affluenza*.

1 Check your answer to **a**.
2 Is the journalist's review positive or negative? Underline the parts of the text which tell you.

Affluenza: How to Be Successful and Stay Sane
by Oliver James

Product description

There is currently an epidemic of 'affluenza' throughout the world – an obsessive, envious, keeping-up-with-the-Joneses – that has resulted in huge increases in depression and anxiety among millions. Over a nine-month period, bestselling author and psychologist Oliver James travelled around the world to try and find out why. He discovered how, despite very different cultures and levels of wealth, 'affluenza' is spreading. Cities he visited include Sydney, Singapore, Moscow, Copenhagen, New York, and Shanghai, and in each place he interviewed several groups of people in the hope of finding out not only why this is happening, but also how one can increase the strength of one's emotional immune system. He asks: why do so many more people want what they haven't got and want to be someone they're not, despite being richer and freer from traditional restraints?

REVIEW

The sick society

Affluenza by Oliver James

In his earlier book *Britain on the Couch*, Oliver James asserted that 'advanced capitalism makes money out of misery and dissatisfaction, as if it were encouraging us to fill up our emotional emptiness with material goods'. In this book, he explores the idea further, and it's terrific. A lot of readers, wanting to put their finger on why the affluent world they live in makes them so uneasy, will want to cheer. Here he is saying, loud and clear, that capitalism is bad for your mental health. And then he tells us why this is the case, and what we can do about it.

'My focus,' explains James, 'is on why we are so messed up, not with giving a false promise of the possibility of happiness.' So why are we so messed up? It's because of what James calls 'selfish capitalism', or, more catchily, *Affluenza*, a virus-like condition that spreads through affluent countries. In these countries, notably English-speaking ones, people define themselves by how much money they make. They are also ruled by superficial values – how attractive they look, how famous they are, how much they are able to show off.

It's a wonderfully clear and cogent thesis. *Affluenza*, as defined by Oliver James, is clearly recognizable as our way of life. It spreads because it feeds on itself; when you try to make yourself feel better by buying a car, or building muscles in the gym, or spraying on a fake tan, or having a facelift, you actually make yourself feel worse, which makes you want to buy more things.

The author's antidote for *Affluenza* is simple: look inward, not outward. Don't be a sheep. Try to be 'beautiful' rather than 'attractive'. Embrace the family. Don't see life as a competition. Don't watch too much TV. Simple, perhaps. But will it be enough?

From *The Guardian*

c Read both texts again and answer the questions with a partner.

1 How did Oliver James do his research for this book?
2 What did he want to find out?
3 According to Oliver James, why do we feel the need to buy material goods?
4 What four things do sufferers from 'affluenza' value most?
5 Explain what the reviewer means by 'it feeds on itself'.
6 What do you think the advice 'be beautiful rather than attractive' means?

d Would you like to read this book? Why (not)?

e Do the questionnaire below, which comes from the book *Affluenza*.

HAVE YOU CONTRACTED THE 'AFFLUENZA' VIRUS?

Put a tick or cross next to the following statements:

- ☐ I would like to be a wealthy person.
- ☐ I would like to have my name known by many people.
- ☐ I would like to successfully hide the signs of ageing.
- ☐ I would like to be admired by many people.
- ☐ I would like to have people comment often about how attractive I look.
- ☐ I like to keep up with fashions in hair and clothing.
- ☐ I often compare what I own with what others own.
- ☐ Possessions can be just as important as people.
- ☐ Shopping or thinking about what to buy greatly preoccupies me.
- ☐ I'm less concerned with what work I do than with what I get paid for it.
- ☐ I admire people who own expensive homes, cars, and clothes.
- ☐ My life would be better if I owned certain things I don't have now.
- ☐ The things I will own will say a lot about how well I've done in life.
- ☐ I want a lot of luxury in life.

f **Communication** *Have you got 'affluenza'? p.117.* According to your answers, are you suffering from 'affluenza'? Do you think the questionnaire is fair?

g Talk to a partner. Do you agree with the author of *Affluenza* that...?

- in our society people are defined by how much money they earn
- nowadays people are ruled by superficial values
- people today have an unhealthy interest in the lives of celebrities
- people buy things to make themselves feel happier
- being affluent makes people unhappy

2 VOCABULARY money

a Can you remember words from the text which mean...?

1 rich: **a**_____, **w**_____
2 to have something that belongs to you: **o**_____
3 (the enjoyment of) special and expensive things, e.g. food, clothes, surroundings: **l**_____

b **p.162 Vocabulary Bank** *Money.*

c Choose the right word from each pair according to meaning, collocation, or register.

1 Mum, can you lend me some money? I'm *broke* / *penniless*.
2 I'm trying to get a *loan* / *mortgage* from the bank to buy a car.
3 We're going to have to be a bit careful this month if we don't want to end up in the *red* / *black*.
4 The company has been *in* / *on* debt for the last six months and may have to close down.
5 One of my cousins is absolutely *affluent* / *loaded* – she inherited a fortune from her parents.
6 When you're abroad, you get a better *currency* / *exchange rate* if you take money out at a cash machine.
7 We like living here because we have a much better *cost* / *standard* of living.
8 I need to get a better job. We can't *make* / *get* ends meet.

d Take turns to tell your partner about a person you know who...

is rather tight-fisted.	buys and sells shares.
lives beyond their means.	charges high fees for what they do.
has more money than sense.	has difficulty making ends meet.
was given a grant to study abroad.	has spent a fortune on cosmetic surgery.

3 PRONUNCIATION *ea* and *ear*

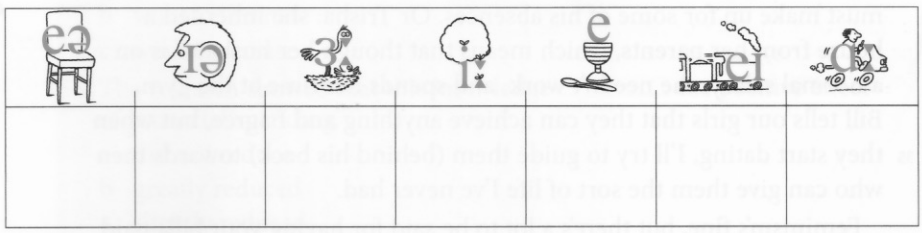
a Say the sentences below. Do the pink letters make the same or different sounds in each sentence?

1 My great-grandfather was very wealthy, but incredibly mean.
2 I've just had a really good idea!
3 Even though I left home early, I nearly missed the flight.
4 I've heard that he doesn't earn much.

b 3.12 Listen and check.

c Put the words from the list in the right columns.

appear bear beat break creak deal death earring earth fear hear heart jealous learn neatly nuclear pear please pleasure scream spread steak unhealthy wear



d 3.13 Listen and check. What are the most common pronunciations of *ea* and *ear*?

⚠ When you come across a new word with *ea* or *ear*, it's best to check the pronunciation in a dictionary.

4 READING

a Do you know of any couples where you think one of them married for money? Are / Were the marriages successful, as far as you know?

b You are going to read one of a series of articles from *The Times* called *Family Secrets*, which are unsigned and use fictitious names, and in which readers of the newspaper confess a secret. Read the article once. What is your initial reaction to what the woman says?

I wish I had married for money, not love

WHEN BILL AND I GOT MARRIED, his relaxed attitude to money amused me. He's a teacher and enjoys his job. I work in medical sales: more stressful, but it pays well. I have, however, become secretly, overwhelmingly, envious of my friends, who can rely on their husbands as the breadwinners.

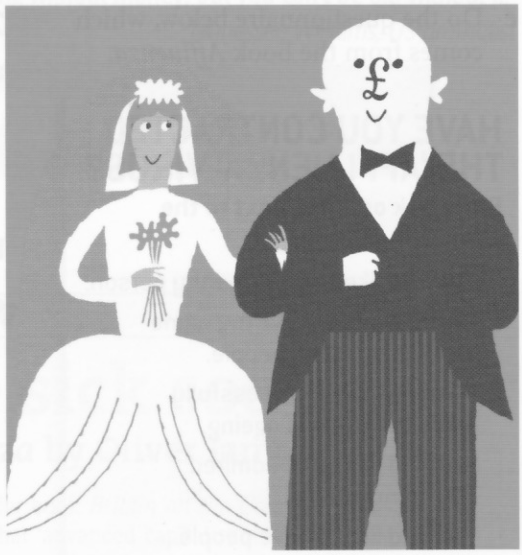
Our first home was a tiny flat in a lovely area, which was fine even when our first daughter was born. Our second daughter's arrival two years later put a strain on space and finances, so we had to move – and I had to learn to bite my tongue so as not to seem ungrateful. It was then that I noticed that my best friend Carol's standard of living was better than ours: her husband is a consultant surgeon and their first home was a five-bedroom detached house. We bought a three-bedroom house in a nice street, but I couldn't help comparing it with friends' houses. I've had promotions, but Bill has no plans to apply for anything beyond head of department, his current position; I think he should go for a deputy head post.

Bill is a brilliant dad, and with the girls now reaching their teens, I appreciate how well he gets on with them and puts so much effort into their homework and hobbies. But although I'd never admit this to friends, I believe that there's more to life than being good parents. Carol is having a champagne party for her 40th, as well as a week in Paris with her husband and a weekend in New York with their 14-year-old daughter. I pretended to be thrilled, but was sick with envy. I know many people can't take a holiday at all, but we mix with people who have no mortgages, work part-time or not at all, can afford private education and have three or four holidays a year.

I feel resentful, especially as it's the men who bring in the money; and even if Bill were a head teacher, he wouldn't come close. When I go out with my girlfriends I hear Susan moan about John's business trips and I have to stop myself from shouting that his £250,000 salary must make up for some of his absences. Or Trisha: she inherited a house from her parents, which means that though her husband is on a normal salary, she needn't work, and spends her time at the gym. Bill tells our girls that they can achieve anything and I agree, but when they start dating, I'll try to guide them (behind his back) towards men who can give them the sort of life I've never had.

Feminism's fine, but there's a lot to be said for having your bills paid.

deputy head /ˌdepjuti 'hed/ the assistant to the director of a school
consultant surgeon /kənˌsʌltənt 'sɜːdʒən/ a surgeon of the highest rank in a hospital



c Read the text again and then discuss the following with a partner:

1 how and why the woman's opinion of her husband's attitude to money changed over the years.
2 what is it about her friends that makes her feel so envious.
3 how she plans to 'guide' her own daughters.

LEXIS IN CONTEXT

d With a partner, say in your own words what the woman means by these idioms and phrases.

1 rely on their husbands as the breadwinners (l.4)
2 put a strain on space and finances (l.8)
3 IDM bite my tongue (l.9)
4 PHR V go for a deputy head post (l.16)
5 reaching their teens (l.17)
6 IDM sick with envy (l.23)
7 he wouldn't come close (l.28)
8 moan about (l.29)
9 PHR V make up for some of his absences (l.31)
10 IDM behind his back (l.35)
11 there's a lot to be said for (l.37)

e Which of these sentences best sums up your reaction to the woman's confession?

'She's refreshingly honest!'
'I'd hate to be married to her. I pity her poor husband (and her daughters).'
'It's depressing that a woman can think like this in the 21st century.'
'She's only saying what a lot of women think but don't dare say.'
'It's a bit over the top, but she has got a point.'
'She's unbelievably materialistic.'

5 GRAMMAR

unreal uses of past tenses

a Look at the highlighted verbs in these sentences. Which ones are really about the past? What time do the others refer to?

1 When Bill and I got married, his attitude to money amused me.
2 If Bill got promoted, our standard of living would go up.
3 I wish we were better off.
4 I was so jealous when I heard about Carol's weekend in New York.
5 I think it's time we thought about moving to a bigger house.
6 I'd rather my daughters married a man with money.
7 I wish I'd married my first boyfriend!
8 If I'd married Sean, I would have a much better standard of living.

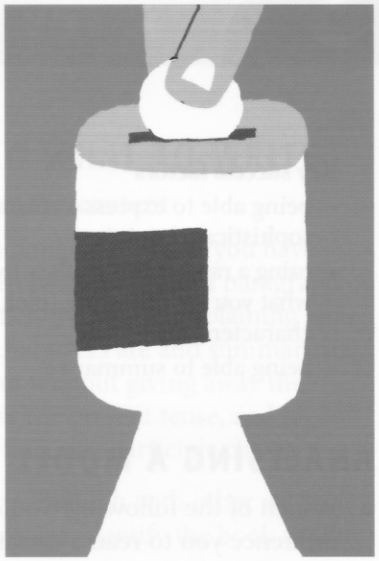
b p.144 Grammar Bank 3C. Read the rules and do the exercises.

c Make questions to ask a partner.

Would you rather...?
Do you ever wish...?

- your children married for money or for love
- you had been born in another decade or century
- you could have a year off to travel
- you could learn a new skill
- you had a boring but well-paid job or a stimulating but badly-paid job
- you had chosen to study different subjects at school / university
- you had more free time for your hobbies
- you lived in another town or city
- you had bitten your tongue and not said something
- you were self-employed or you worked for someone else

6 LISTENING



a You are going to listen to a lecture given by Michael Norton, Assistant Professor in the Marketing unit at Harvard Business School, who has recently been researching the relationship between money and happiness. Before you listen, which do you think his conclusion will be? Choose from a–c.

Having more money than they had before...
a never makes people happier, regardless of what they do with it.
b can make people happier if they spend some of it on other people.
c always makes people happier even if the amount of extra money is small.

b 3.14 Read the glossary. Then listen to the first part of the lecture. Did you predict correctly?

the University of British Columbia one of the top Canadian universities
domain /dəˈmeɪn/ area, field
field study research or study that is done in the real world rather than in a library or laboratory
Boston a university city on the east coast of the USA
profit-sharing bonus an extra payment made to workers when the company has made a profit

c Listen again and answer the questions.

1 What is the paradox that puzzled Norton?
2 What did he and his colleagues think the reason for this was?
3 What did the research show?

d 3.15 Now listen to the rest of the lecture and choose the correct answer.

1 The research into prosocial spending done with employees in Boston showed that the important factor was...
a the size of the bonus they received.
b the percentage of the bonus that they spent on others.
c the total amount of money that they spent on others.

2 The second study showed that _____ will affect your happiness.
a even spending a small amount on others
b only spending a large amount on others
c only regularly spending money on others

3 Previous research showed that people become happier when they...
a get at least a ten percent rise in their salary.
b are rich and then become extremely rich.
c have very little money and then become reasonably well off.

4 Norton and his researchers also wanted to test whether knowing in advance about prosocial spending _____ the effect on people's happiness.
a would minimize
b would eliminate
c would increase

5 The research showed that this knowledge _____ the positive effect of prosocial spending.
a did not reduce
b greatly reduced
c slightly reduced

e Are you convinced by the results of Norton's research? Why (not)?

7 3.16 SONG ♫ *A Lady of a Certain Age*

3 A review

Key success factors

- being able to express a reasonably sophisticated opinion
- using a range of vocabulary to describe what you are reviewing (plot, dialogue, characters, etc.)
- being able to summarize

ANALYSING A MODEL TEXT

a Which of the following would normally influence you to read a certain book?

- A friend of yours has recommended it.
- It's a best-seller – everybody is reading it.
- You've seen and enjoyed a film based on it.
- You were told to read it at school or university.
- You have read a good review of it.

b Read this newspaper book review. In which paragraph do you find the following information? Write 1–4 in the boxes, or DS if the review doesn't say. Does the review make you want to read the book?

- ☐ The strong points of the book
- ☐ The basic outline of the plot
- ☐ What happens in the end
- ☐ Where and when the story is set
- ☐ The weaknesses of the book
- ☐ Whether the reviewer recommends the book or not
- ☐ How good the English translation is
- ☐ Who the author is
- ☐ Who the main characters are
- ☐ How much the book costs
- ☐ Who the book is suitable for

When writing a book or film review, give your reader a brief idea of the plot (without giving away the whole story!). Try to make your description as concise as possible to leave you space to give your own opinion.

The Girl Who Played with Fire

The Girl Who Played with Fire is the second novel in the Millennium trilogy by Swedish writer Stieg Larsson. A thriller, set in modern-day Sweden, it immediately became an international best-seller.

In this book the same main characters from the first book reappear, journalist Mikael Blomkvist and the extraordinary girl Lisbeth Salander, a freelance investigator. This time Lisbeth herself becomes the suspect of a triple murder. Three people are shot on the same day, and her fingerprints are found on the murder weapon. She goes quickly into hiding, and Mikael, whose life she saved in the previous book, is determined to prove her innocence. Devastated by the fact that two of the murder victims were colleagues of his, but convinced that Lisbeth cannot possibly have been involved, he works first on his own, and then with the police, to discover what really happened. Meanwhile Lisbeth, carefully keeping out of everyone's sight, is making her own investigations...

The great strength of this book, and what makes Larsson's books so different from other recent detective fiction and thrillers, is the character of Lisbeth. Most famous fictional detectives or investigators tend to be either middle-aged policemen with marital problems, female forensic scientists, or middle-aged male intellectuals. Lisbeth, however, is a young slightly autistic girl from a broken home, who is also a computer genius. She is an intriguing character, and in this book we find out a lot more about her, among other things who her father is, and why she spent her teenage years in a psychiatric hospital. My only criticism of the novel would be that the early sub-plot about Grenada is not very relevant and could have been cut.

Not only is this a complex and absolutely gripping novel, but it also tackles real problems in society, and most unusually I think for a sequel, is even better than its predecessor. For all lovers of crime novels and thrillers the Millennium trilogy is a must.

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c Look at these extracts from the second paragraph. Which words did the author leave out to make it more concise? Then read the rules for **Participle clauses** to check.

Because he is devastated by the fact that two of the murder victims were colleagues of his, but **he is convinced that** Lisbeth cannot possibly have been involved, he works first on his own, and then with the police, to discover what really happened.

Meanwhile Lisbeth, **who is carefully keeping out of everyone's sight**, is making her own investigations...

Participle clauses

The writer uses participles (*devastated*, *convinced*, *keeping*) instead of a subject + verb. Past participles replace verbs in the passive, and present participles (*-ing* forms) replace verbs in the active. The subject of the clause is usually the same as the subject of the main clause.

Participle clauses can be used:

- instead of a conjunction (*after*, *as*, *when*, *because*, *although*, etc.) + subject + verb, e.g. *Devastated by the fact...* instead of *Because he is devastated...*
- instead of a relative clause, e.g. *carefully keeping* instead of *who is carefully keeping*.

d Rewrite the highlighted phrases to make them more concise using participle clauses.

1 As she believes him to be the murderer, Anya is absolutely terrified.
_____

2 Armelle, who has been forced to marry a man she does not love, decides to throw herself into her work.
_____

3 Simon, who realizes that the police are after him, tries to get out of the country.
_____

4 It was first published in 1903 and it has been reprinted many times.
_____

5 Because he is deeply ashamed of how he has behaved, Luke cannot face his family and friends.
_____

6 It is set during the First World War and, it tells the story of a young soldier.
_____

7 When he hears the shot, Mark rushes into the house.
_____

e Underline the adverbs of degree in these phrases from the review. What effect do they have on the adjectives?

Lisbeth, however, is a young, slightly autistic girl from a broken home...

Not only is this a complex and absolutely gripping novel...

f Use your instinct. Cross out any adverbs which don't fit in these sentences. Tick if all are possible.

1 My only criticism is that the plot is **a bit** / **slightly** / **a little** implausible.
2 The last chapter is **really** / **very** / **absolutely** fascinating.
3 The end of the novel is **rather** / **pretty** / **quite** disappointing.
4 The denouement is **rather** / **incredibly** / **extremely** thrilling.

g Where all the adverbs are possible, is there any difference in meaning or register?

PLANNING WHAT TO WRITE

Brainstorm the content

a Think of a book or film that you have read or seen recently. Write a paragraph of approximately 100 words explaining who the main characters are and summarizing the plot, but without giving away the ending. Use the present tense, and try to include at least one participle clause.

b Swap your paragraph with other students to see if they can identify the book or film.

TIPS for writing a book / film review

- Choose a book or film that you know well.
- Organize the review into clear paragraphs.
- Make sure you use a suitable style, neither very formal nor informal.
- Use the present tense when you describe the plot. Using participle clauses will help to keep it concise.
- Try to use a range of adjectives that describe as precisely as possible how the book or film made you feel, e.g. *gripping*, *moving*, etc. (see page 41). Use adverbs of degree to modify them, e.g. *absolutely gripping*.
- Remember that even a good review will usually include some criticism as well as praise.

WRITING

A student magazine has asked for reviews of recent books and films. You are going to write a complete review.

DRAFT your review, using the same paragraph structure as the model. It should be approximately 250 words.

- Paragraph 1: The title of the book or film, and the author or director. Where and when it is set.
- Paragraph 2: The plot, including information about the main characters.
- Paragraph 3: What you liked about the book / film, and any criticisms you may have.
- Paragraph 4: A summary of your opinion and a recommendation.

EDIT the review, making sure you've covered all the main points and making sure it is the right length.

CHECK the review for mistakes in grammar, spelling, punctuation, and register.

3 Women and money

COLLOQUIAL ENGLISH

THE INTERVIEW

a You are going to listen to an interview with Sarita Gupta, vice president of Women's World Banking (WWB). Before you listen, read the glossary and look at how the words are pronounced to help you understand what she says.

microfinance /ˌmaɪkrəʊˈfaɪnæns/ *noun* the provision of financial services to low-income clients, to help poor people out of poverty

Muhammad Yunus Bangladeshi developer of the microcredit movement, and winner of the 2006 Nobel Peace prize

collateral /kəˈlætərəl/ *noun* property or sth valuable that you promise to give to sb if you cannot pay back money that you borrow

peer /pɪə/ *noun* a person who has the same social status as you

the DR the Dominican Republic

cantina /kænˈtiːnə/ *noun* Spanish for a canteen or kitchen

embroider /ɪmˈbrɔɪdə/ *verb* to decorate cloth with a pattern of stitches usually using coloured thread

middle man *noun* a person or a company that buys goods from the company that makes them and sells them to sb else

b 3.17 Listen to part 1. Answer the questions with a partner.

1 What issues were discussed in the 1975 International Year of Women, and what issue did they decide to work on?
2 What did Muhammad Yunus see that the poor needed, and why couldn't they get it?
3 What three innovations did he come up with?

c 3.18 Listen to part 2. Make notes for each case study about:

The country the woman lived in
The situation she was in
The business she set up

d 3.19 Listen and complete the phrases with two or three words. What do you think they mean?

COMMON EXPRESSIONS AND IDIOMS

1 So if we could only discuss one issue, sort of _____ one issue…
2 There had been, by that time, several decades of what we call 'the Western World' giving _____ of aid to the developing world.
3 There are really three innovations that he came up with that are brilliant _____.
4 So that _____ food, she was selling cigarettes, beer, candy, etc.
5 …while he took care of _____ over her head, she had absolutely no means of earning more money for herself or her kids…
6 The son had _____ school to join his father to push a similar cart…

e To what extent do you think microfinance would be useful in your country?

IN THE STREET

a 3.20 You are going to hear five people talking about money. What three questions are they asked? Do the majority of speakers consider themselves good or bad with money?

Ian

Sheila

Jerry

Kate

Jason

b Listen again. Who…?

1 ☐ thinks that having more money would enable them to have a better lifestyle
2 ☐ gives a specific example of how men and women spend money in different ways
3 ☐☐ definitely considers that women are better than men at managing money
4 ☐ confesses to being extravagant in one area
5 ☐ thinks that how much money you need to make you happier depends on where you live

c 3.21 Listen and complete the phrases with one to three words. What do you think they mean?

COMMON PHRASES

1 It makes me anxious.
It _____.
2 So I think that's pretty _____ seeing as I'm quite old now.
3 I'm just kind of an organized person, _____.
4 I'm very lazy looking for _____…
5 I'm not very good at making budgets and _____.

d Answer the questions from **a** with a partner.

Revise & Check 3

GRAMMAR

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

1 Not only we saw the sights in New York, we also managed to do some shopping as well.
2 Dave is incredibly late, isn't he? I think he might get lost.
3 Only when the main character dies does her husband realize how much he loved her.
4 The waiter didn't probably notice that they had left without paying.
5 Children, it's time you go to bed.
6 I think it's unlikely that I will be given a work permit.
7 If only they weren't coming! I'd really like to have an early night.
8 What a wonderful smell! Somebody must bake some bread.
9 You definitely won't pass your driving test if you drive that fast!
10 I'd rather you come tomorrow, not today, if that's OK with you.

b Complete with the verb in brackets in the right form.

1 She's unlikely _____ before 7.00. (arrive)
2 Not until all the guests had gone _____ able to sit down and rest. (we / be)
3 Maria is bound _____ the news – everybody was talking about it yesterday. (hear)
4 No sooner _____ married than James lost his job. (they / get)
5 I really wish we _____ that sofa – it gets dirty far too easily. (not buy)
6 I can hear a really strange noise downstairs. Do you think someone might _____ to break in? (try)
7 It will soon be time Marta _____ going to nursery school. She's nearly four, isn't she? (start)
8 Never _____ such a wonderful view. It completely took my breath away. (I / see)
9 My neighbour can't _____ very long hours. He's always home by early afternoon. (work)
10 I'd rather _____ there, if you don't mind. You're blocking my garage. (you / not park)

VOCABULARY

a Correct the mistakes in the highlighted idioms.

1 I really wanted to tell him what I thought of him. I had to bite my lip.
2 She shouldn't really be in debt, but I think she lives above her means.
3 I really hate it when people criticize me behind my shoulders. I think they ought to say things to my face.
4 That's an amazing dress. It looks as if it cost a mortgage. Did it?
5 She's incredibly extravagant – she wastes money like water.
6 I'm finding it impossible to pay my rent and my bills on the salary that I'm on. I just can't make ends match.

b Complete the verbs in the past simple.

1 Mabel **sl**_____ the door and walked off angrily.
2 'Thanks darling,' she **wh**_____ softly in his ear.
3 He **wh**_____ a happy tune as he walked along the road.
4 'I'm afraid it's too late,' she **si**_____. 'Maybe another time.'
5 The wind was so strong that the windows **ra**_____.
6 The brakes **sc**_____ and the car stopped just in time.

c Write the words for the definitions.

1 _____ (*noun* and *verb*) to make a continuous low sound
2 _____ (*noun* and *verb*) (of liquid) to fall in small drops
3 _____ _____ (*noun*) polite conversation about ordinary or unimportant subjects
4 _____ - _____ (*adj.*) something that makes you think
5 _____ (*adj.*) with little colour, excitement, or interest
6 _____ (*noun*) the money you pay to travel by bus, plane, etc.
7 _____ (*noun*) the units of equal value into which a company is divided, and which people buy and sell
8 _____ (*noun*) money that is available to a person or organization and a plan of how it will be spent over a period of time
9 _____ (*noun*) money that you pay for professional advice or services
10 _____ (*adj.*) very interesting because of being unusual or not having an obvious answer or ending

d Write synonyms for the following words or phrases.

1 rich **w**_____
2 unlikely to be true **i**_____
3 mean **t**_____-**f**_____ (*informal*)
4 broke (*informal*) **p**_____ (*formal, literary*)
5 huge **v**_____
6 follow (rules) **a**_____ to (*formal*)
7 deeply **pr**_____
8 enormous **v**_____

3A speculation and deduction

modal verbs: *must / may / might / can't / should*

1 Mel and Trudy **must be** very well off – they've got an enormous house.
You **must have seen** him – he was standing right in front of you!
2 They **can't be playing** very well – they're losing 0-3.
You **can't / couldn't have spent** very long on this essay – you've only written 100 words.
3 I haven't seen the sales manager today. He **may / might / could be** off sick.
The keys of the store cupboard have disappeared. Do you think someone **may / might / could have taken** them?
He **may / might not have heard** the message I left on his voicemail.
4 If I post the letter today, it **should arrive** on Friday.
I posted the letter a week ago. It **should have arrived** by now.

1 As well as for obligation, we also use *must* + infinitive to say that we are almost sure something is true about the present, and *must have* + past participle to say that we are almost sure something was true or happened in the past.
2 We use *can't* and *can't / couldn't* + perfect infinitive (NOT ~~*mustn't / mustn't have*~~) to say that we are almost sure that something isn't true in the present or didn't happen / wasn't true in the past.
3 We use *may / might / could* + infinitive and *may / might / could* + perfect infinitive to say that we think it's possible that something is true in the present or was true / happened in the past.
- Compare:
He might not have done it. (= Maybe he didn't do it.)
He couldn't have done it. (= It is impossible that he did it.)
4 Use *should* + infinitive (or *should have* + participle) to describe a situation you expect to happen (or would expect to have happened in the past).

⚠ Compare the use of the infinitive and the continuous infinitive after these modals.
*He **must work** really hard. He never gets home before 9.00 p.m.*
= deduction about a habitual action
*There's a light on in his office. He **must** still **be working**.*
= deduction about an action in progress at the moment of speaking

adjectives and adverbs for speculation

1 He**'s bound / sure to** be here in a minute. He left an hour ago.
She**'s sure to** know. She's an expert on the subject.
2 I think she**'s likely to** agree to our proposal – we've given her some very good reasons.
The doctors say that at his age he**'s unlikely to** recover.
I think **it's very likely that** the meeting will be over by 6.00.
It's unlikely that the government will raise interest rates this year.
3 She**'ll definitely pass** the exam. She's worked really hard.
She **definitely won't pass** the exam. She hasn't done any work at all.
He**'ll probably be here** around 8.00. He usually leaves work at 7.30.
He **probably won't be here** until about 8.15. He's stuck in a traffic jam.

1 *Bound* and *sure* are adjectives. We use *be bound* or *be sure* + infinitive to say that we think something is certain to be true or to happen.
2 *Likely / unlikely* are also adjectives (not adverbs). We can use subject + *be likely / unlikely* + infinitive, or *it is likely / unlikely + that* + clause.
3 *Definitely* and *probably* are adverbs. They go before a main verb and after the auxiliary (if there is one) in + sentences and before the auxiliary verb in − sentences.
- With *be* they go after the verb in + sentences and before it in − sentences, e.g. *He's probably British. The painting definitely isn't genuine.*

⚠ *be likely to* and *will probably* are very similar in meaning, but *be likely to* is more formal. Compare:
The new coach is likely to be appointed today.
The new coach will probably be appointed today.

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

A When's Jim arriving?
B I'm not sure, but he won't likely be here before 7.00.
✗ *isn't likely to be here*

1 My glasses aren't in their usual place. Someone must move them.
2 **A** Do you know where Ann is?
B She should be in the library. That's where she said she was going.
3 **A** What's that noise in the garage?
B I think it can be the neighbour's cat.
4 I'm sure Barcelona will win tonight. They're unlikely to lose three times running.
5 I don't think we should use that photo of Tina in the brochure. She won't definitely like it.
6 Julian is bound be late – he always is.
7 No one's answering the phone at the shop. They've probably gone home.
8 I don't think Marta has gone to bed yet. I think she must still study.
9 It's quite likely that the boss will retire in a year or two.

b Rewrite the sentences using the **bold** word.

Perhaps Luke has got lost. He has no sense of direction.
MIGHT
Luke *might have got lost*. He has no sense of direction.

1 I don't think he'll have time to call in and see us. He's got a very tight schedule.
PROBABLY
He _____. He has a very tight schedule.
2 I'm not sure she'll ever get over the break-up.
MAY
She _____ the break-up.
3 They will probably have heard the news by now.
SHOULD
They _____ now.
4 I'm sure I didn't leave my credit card in the restaurant. I remember putting it in my wallet.
CAN'T
I _____. I remember putting it in my wallet.
5 I'm sure your sister will like the scarf. It's just her style.
BOUND
Your sister _____. It's just her style.
6 The company director probably won't resign, despite the disastrous sales figures.
UNLIKELY
The company director _____, despite the disastrous sales figures.
7 I'm sure he was in love with her otherwise he wouldn't have married her.
MUST
He _____ otherwise he wouldn't have married her.
8 Are you sure you locked the back door?
DEFINITELY
Did _____ the back door?
9 According to press reports, the couple will probably get divorced soon.
LIKELY
According to press reports, it's _____ soon.

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1 **Not only is** my brother lazy, (but) he's also very selfish.
Not until you can behave like an adult **will we treat** you like an adult.
Never have I heard such a ridiculous argument.
No sooner had the football match **started than** it began to snow heavily.
2 **Not only did you forget** to shut the window, (but) you also forgot to lock the door!
Not until you become a parent yourself **do you understand** what it really means.
3 The train began to move. **Only then was I able to** relax.
Only when you leave home **do you realize** how expensive everything is.
Hardly had I sat down when the train began to move.
Rarely have I met a more irritating person.

In formal English, especially in writing, we sometimes change the normal word order to make the sentence more emphatic or dramatic.

1 This structure is common with negative adverbial expressions such as *Not only…*, *Not until…*, *Never…*, and *No sooner… than* (= a formal way of saying *as soon as*).

- When we use inversion after the above expressions, we change the order of the subject and (auxiliary) verb NOT ~~*Not only my brother is lazy…*~~ .

Compare:

My brother is not only *lazy, but he's also very selfish.*
(= normal word order)
Not only is my brother *lazy, but he's also very selfish.*
(= inversion to make the sentence more emphatic)

2 In the present simple and past simple tense, rather than simply inverting the subject and verb we use *do / does / did* + subject + main verb NOT ~~Not only forgot you to shut the window.~~

3 Inversion is also used after the expressions *Only then…*, *Only when…*, *Hardly / Scarcely… when*, and *Rarely…*

⚠ Inversion should only be used occasionally for dramatic effect. Overusing it will make your English sound unnatural.

Rewrite the sentences to make them more emphatic.

I had just sat down when the train left.
No sooner *had I sat down than the train left*.

1 I didn't realize my mistake until years later.
Not until _____.

2 We had never seen such magnificent scenery.
Never _____.

3 They not only disliked her, but they also hated her family.
Not only _____.

4 We only understood what he had really suffered when we read his autobiography.
Only when _____.

5 We had just started to eat when we heard someone knocking at the door.
Hardly _____.

6 I have rarely read such a badly written novel.
Rarely _____.

7 We did not put down our tools and rest until the sun set.
Not until _____.

8 The hotel room was not only depressing, but it was cold as well.
Not only _____.

9 They only lit the fire when it was unusually cold.
Only when _____.

10 Shortly after he had gone to sleep there was a knock on the door.
No sooner _____.

11 I only realized the full scale of the disaster when I watched the six o'clock news.
I watched the six o'clock news. **Only then** _____.

12 I had only just destroyed the evidence when the police arrived.
Scarcely _____.

13 He has never regretted the decision he took on that day.
Never _____.

14 I spoke to the manager and the problem was sorted out.
Only when _____.

3C unreal uses of past tenses

1 It's a difficult problem. I **wish** I **knew** the answer to it!
I **wish** I **hadn't spoken** to Jane like that – you know how sensitive she is.
2 **If only** I **knew** the answer!
If only you **hadn't forgotten** the map, we'd be there by now.
3 **I'd rather you left** your dog outside – I'm allergic to animals.
Are you sure this is a good time to talk? **Would you rather I called** back later?
4 Don't you think **it's time** you **found** a job? It's six months since you finished university!
It's (high) time the government did something about unemployment.

1 We use *wish* + past simple to talk about things we would like to be different in the present / future (but which are impossible or unlikely).
We use *wish* + past perfect to talk about things which happened / didn't happen in the past and which we now regret.
- We sometimes use *that* after *wish*, e.g. *I wish that I knew the answer.*

2 You can also use *If only...* instead of *wish* with the past simple and past perfect. This can be used by itself (*If only I knew!*) or with another clause.
- *If only* is more emphatic than *wish*.

⚠ When we want to talk about things we want to happen or stop happening because they annoy us, we use *wish* or *If only* + person / thing + *would* + infinitive, e.g. *I wish the bus would come! If only he wouldn't keep whistling when I'm working!*

3 We use *would rather* + subject + past tense to express a preference.
- We can also use *would rather* + infinitive without *to* when there is no change of subject, e.g. ***I'd rather not talk** about it.* However, we cannot use this structure when the subject changes after *would rather*, e.g. ***I'd rather you didn't talk** about it* NOT ~~*I'd rather you not talk about it.*~~

4 We use the past simple after *It's time* + subject to say that something has to be done now or in the near future.
- We can also use *It's time* + *to* + infinitive when we don't want to specify the subject, e.g. *It's time to go now.*
- We sometimes use *high* before *time* for emphasis.

a Put the verbs in brackets in the right form.

I wish I *hadn't lent* Gary that money now. Who knows when he'll pay it back? (not lend)

1 It's time the government _____ that interest rates are far too high. (realize)
2 My wife would rather we _____ nearer the city centre. (live)
3 I wish you _____ to stay a bit longer – we're having such a good time! (be able)
4 Would you rather we _____ the subject now? (not discuss)
5 I think it's time the company _____ expecting us to do so much overtime for no extra pay. (stop)
6 If only I _____ a bit more when I was earning a regular salary, I wouldn't be so hard up now. (save)
7 I'd rather you _____ me in cash, if you don't mind. (pay)
8 If only we _____ the name of the shop, we could Google it and see where it is. (know)
9 Do you wish you _____ to university or do you think you made the right decision to leave school and start work? (go)

b Rewrite the sentences using the **bold** word(s).

The children ought to go to bed. It's nearly nine o'clock.
TIME
It's time the children went to bed. It's nearly nine o'clock.

1 I'd prefer you not to smoke in here, if you don't mind.
RATHER
_____, if you don't mind.

2 I would like to be able to afford to travel more.
WISH
_____ travel more.

3 We shouldn't have painted the room blue – it looks awful.
IF ONLY
_____ – it looks awful.

4 Don't you think you should start to look for a job?
TIME
Don't you think _____ for a job?

5 He should be less tight-fisted! Then he'd enjoy life more.
IF ONLY
_____, he'd enjoy life more.

6 Would you prefer us to come another day?
RATHER
_____ another day?

7 I should have bought the maroon sweater and not the beige one.
WISH
_____ the maroon sweater and not the beige one.

1 Verbs with *time*

Complete the sentences with the right verb from the list.

give have kill make up for run out of save spare take (x2) take up waste

1 I _____ **a lot of time** playing solitaire on my computer instead of studying.
2 If you go on the motorway, you'll _____ **time** – it's much quicker than going on the country roads.
3 I had three hours to wait for my flight, so I sat there doing *sudoku* puzzles to _____ **time**.
4 There's no hurry so _____ **your time**.
5 When my mother was young she never had the chance to travel. Now she has retired she wants to _____ **lost time** and she has booked a round-the-world tour.
6 The novel is 700 pages long and I'm a slow reader. It's going to _____ **me a long time** to finish it.
7 I'd better go home now. If I'm late again, my dad will _____ **me a hard time**.
8 I would like to go camping with my friends this weekend but my exams are next week so I can't _____ **the time**.
9 My children _____ **all my time** – I never seem to get to read a book or watch a film!
10 New York's such a fantastic city! You're going to _____ **the time of your life** there.
11 Don't let's spend too long at the museum or we'll _____ **time**. We have to get the train back at 10.30 and there are lots of other things I want to see.

2 Prepositional phrases with *time*

Complete the prepositions column with a preposition from the list.

at (x2) before by for from in (x2) off on to

1 I'm really punctual, so I hate it when other people aren't ___ **time**.
2 I've never heard of that singer. He must have been ___ **my time**.
3 ___ **the time** we got to our hotel, it was nearly midnight.
4 I'm very excited. I'm going to New Zealand ___ four **days' time**.
5 I missed the birth of my first child. I was on a plane ___ **the time**.
6 He's been working too hard recently. He needs some **time** ___.
7 If we don't take a taxi, we won't get to the airport ___ **time** ___ the flight.
8 I don't eat out very often, but I do get a takeaway ___ **time** ___ **time**.
9 He suffers from back pain and it makes him a bit irritable ___ **times**.

Prepositions

_____
_____
_____
_____
_____
_____
_____ _____
_____ _____
_____

3 Expressions with *time*

Match sentences 1–10 with A–J.

1 The referee's looking at his watch. ___
2 He hardly spoke to me at lunch. ___
3 I'm really looking forward to my holidays. ___
4 I'm sorry, I can't help you this week. ___
5 I can't afford a new computer. ___
6 She's sure to find a job in the end. ___
7 I think I need to take up a hobby. ___
8 Stop writing, please. ___
9 I really thought I was going to be late. ___
10 You look very young in that photo. ___

A But in the end I got to the airport **with time to spare**.
B He spent **the whole time** talking on his mobile.
C **Time's up.** The exam is over.
D **I'm** a bit **short of time** (*inf* **pushed for time**).
E **I've got time on my hands** since I retired.
F I'll have to carry on with this one **for the time being**.
G It's only **a question of time**.
H It must have been taken **a long time ago**.
I **There isn't much time left**.
J **This time next week** I'll be lying on the beach.

Can you remember the expressions on this page? Test yourself or a partner.

p.27

get

1 Expressions with *get*

a Complete the sentences with an expression from the list.

get a shock get hold of get into trouble get out of the way get rid of
get the chance get the impression get the joke get to know get *your* own back on

1 I _____ you're a bit annoyed with me. Have I done something wrong?
2 You'll _____ when you see him. He looks at least ten years older.
3 Since we stopped working together we hardly ever _____ to see each other.
4 I didn't laugh because I didn't _____.
5 When you _____ him, I think you'll really like him.
6 I need to speak to Sarah urgently, but I just can't _____ her.
7 I want to _____ that awful painting, but I can't because it was a wedding present from my mother-in-law.
8 I'm going to _____ my brother for telling my parents I got back late. Next time he asks to borrow my bike, I won't lend it to him.
9 He's going to _____ with his wife if she finds out that he's been emailing his ex-girlfriend.
10 I tried to walk past him but he wouldn't _____. He just stood there, blocking the path.

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'Well, I've managed to get rid of the annoying double vision effect on your T.V.'

b With a partner, say what you think the expressions mean.

2 Idioms with *get*

a Match the sentence halves.

1 **Get real!**
2 **Get a life!**
3 I'm **not getting anywhere** with this crossword.
4 She really **gets on my nerves**.
5 She really needs to **get her act together**.
6 They **get on like a house on fire**.
7 When we spoke on the phone I **got the wrong end of the stick**.
8 Your grandfather must be **getting on** a bit, isn't he?
9 My boyfriend just never **gets the message**.
10 She always **gets her own way**.

A It's just too difficult for me.
B Is he in his eighties now?
C They seem to have exactly the same tastes and interests.
D Her exam is in two weeks and she hasn't even started studying.
E I thought the party was at their house, but it isn't – it's at Mike and Jane's.
F Everything about her irritates me, her voice, her smile – everything!
G He just does whatever she tells him to.
H I keep dropping hints about his awful cooking but he takes no notice.
I There's no way you can afford that car!
J You're 35 and you're still living with your parents!

b With a partner, say what you think the idioms mean.

3 Phrasal verbs with *get*

Match the phrasal verbs to their meaning.

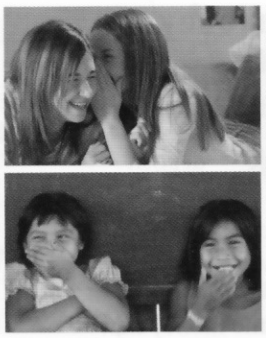
1 Shall we try to **get together** for dinner next weekend?
2 I hope my brother **gets over** his break-up soon. He's very depressed.
3 I can't help you now. I need to **get on with** the cooking.
4 I've tried to talk about it, but I just can't **get through to** him.
5 How did you **get into** journalism?
6 The best way to **get around** the city is by taxi – they're very cheap here.
7 She's cheated in exams several times but she always **gets away with** it.
8 My wife is out of work so we'll just have to **get by** on less money.
9 I've **got** a bit **behind** with my work – I may have to do some at the weekend.
10 This terrible weather is really **getting** me **down**.
11 I want to **get out of** going to Ann's party. Can you think of a good excuse?
12 Thanks for your email. I'll **get back to** you as soon as possible.

A recover from
B start a career or profession
C move from place to place
D make someone understand
E manage with what you have
F fail to make enough progress
G depress
H write or speak to sb again later
I avoid a responsibility or obligation
J meet socially
K continue doing
L do something wrong without getting caught or punished

Can you remember the expressions on this page? Test yourself or a partner.

p.29

Sounds and the human voice



1 Sounds

a 3.2 All the words in the list can be both nouns and regular verbs, and they describe sounds. Many of the words are onomatopoeic, (i.e. they sound like the sound they describe). Listen to the sounds and the words.

bang	buzz	click	crash	creak	crunch	drip	hiss
hoot	hum	rattle	roar	screech	slam	slurp	sniff
snore	splash	tap	tick	whistle			

b Now complete the **Sounds** column with a word from the list.

Sounds

1 This clock has a very loud ___. _____
2 Don't ___! Get a handkerchief and blow your nose. _____
3 To download the new software just ___ on the 'download' icon. _____
4 There was a ___ as he jumped into the swimming pool. _____
5 Did you hear that ___? It sounded like a gun. _____
6 I heard a floorboard ___ and I knew somebody had come into the room. _____
7 I lay there hearing the ___ of a mosquito but I couldn't see it anywhere. _____
8 I hate people who ___ at me when I slow down at an amber light. _____
9 When I'm nervous I often ___ my fingers on the table. _____
10 Don't ___ your soup! Eat it quietly. _____
11 The snake reared its head and gave an angry ___. _____
12 Please turn the tap off properly otherwise it'll ___. _____
13 We could hear the ___ of the crowd in the football stadium from our hotel. _____
14 Some of the players carried on playing because they hadn't heard the ___. _____
15 I don't remember the words of the song, but I can ___ the tune. _____
16 Please don't ___ the door. Close it gently. _____
17 I heard the ___ of their feet walking through the crisp snow. _____
18 I can't share a room with you if you ___ – I won't be able to sleep. _____
19 Every time a bus or lorry goes past, the windows ___. _____
20 I heard the ___ of brakes as the driver tried to stop and then a loud ___. _____, _____

2 The human voice

a Match the verbs and definitions.

giggle	groan	mumble	scream	sigh
sob	stammer	whisper	yell	

1 _____ to make a loud high cry because you are hurt, frightened, or excited
2 _____ (*at sb*) to shout loudly, e.g. because you are angry
3 _____ (*at sth*) to laugh in a silly way
4 _____ (*to sb*) to speak very quietly so that other people can't hear what you are saying
5 _____ to speak or say sth in a quiet voice in a way that is not clear
6 _____ to make a long deep sound because you are in pain or annoyed
7 _____ to speak with difficulty, often repeating sounds or words
8 _____ to cry noisily, taking sudden sharp breaths
9 _____ to take in and then let out a long deep breath that can be heard, e.g. to show that you are disappointed

b Answer the questions using one of the verbs above.

What do people do…?

- when they are nervous
- when they are terrified
- when they lose their temper
- when they are not supposed to be making a noise
- when they speak without opening their mouth enough
- when they are relieved
- when a player in their team misses a penalty
- when they are very unhappy about something

Can you remember the words on this page? Test yourself or a partner.

p.36

Money

1 Nouns for money or payments

Match the words and definitions.

budget charge deposit donation fare fees fine grant instalment loan lump sum overdraft savings will

1 _____ the money that is available to a person or organization
2 _____ a sum of money that is given by the government or another organization to be used for a particular purpose, e.g. education
3 _____ money that a bank lends and somebody borrows
4 _____ an amount of money you pay for professional advice or services, e.g. to a lawyer or architect
5 _____ the money you pay to travel by bus, plane, taxi, etc.
6 _____ the amount of money sb asks for goods and services, etc.
7 _____ money that you keep in the bank and don't spend
8 _____ money that you give to an organization such as a charity in order to help them
9 _____ a sum of money that must be paid as punishment for breaking a law or a rule
10 _____ one of a number of payments that are paid regularly until sth has been paid for
11 _____ a sum of money that is given as the first part of a larger payment
12 _____ a legal document that says what is to happen to sb's money and property after they die
13 _____ the amount of money that you owe to a bank when you have spent more than is in your bank account
14 _____ an amount of money that is paid at one time and not on separate occasions

2 Money in today's society

a With a partner, say what you think the **bold** phrases mean.

1 We live in **a consumer society**, which is dominated by spending money and buying material possessions.
2 The **standard of living** has risen a lot over the last ten years.
3 People's **income** has gone up, but **inflation** is high, so the **cost of living** has also risen.
4 House prices are rising and many young people **can't afford** to buy somewhere to live.
5 People who have mortgages or loans have to pay high **interest rates**.
6 A lot of people are **in debt** /det/, and have problems paying their **mortgages** /'mɔ:gɪdʒɪz/.
7 Some people make money by buying and selling **shares** on the **stock market**.
8 Our **currency** is unstable and **exchange rates** fluctuate a lot.

b Which aspects of the sentences above are true in your country?

3 Adjectives related to money

Look at the *Oxford Learner's Thesaurus* entries for *rich* and *poor*. Match the synonyms to their definitions.

rich *adj.* **rich, affluent, loaded, wealthy, well-off**

1 _____ / _____ having a lot of money, property, or valuable possessions
2 _____ (*rather formal*) rich and with a good standard of living.
The ~ Western countries are better equipped to face the problems of global warming.
3 _____ (often used in negative sentences) rich: *His parents are not very ~ .*
4 _____ [not before noun] (*very informal*) very rich: *Let her pay. She's ~ .*

poor *adj.* **poor, broke, hard up, penniless**

1 _____ having very little money; not having enough money for basic needs
2 _____ (*literary*) having no money, very poor: *She arrived in 1978 as a virtually ~ refugee.*
3 _____ (*informal*) having very little money, especially for a short period of time: *After he lost his job he was so ~ he couldn't afford the price of a beer.*
4 _____ [not before noun] (*informal*) having no money: *I'm always ~ by the end of the month.*

4 Idioms related to money

a Match sentences 1–8 with A–H.

1 They've got a ten-bedroomed house.
2 Jack's broke again.
3 That restaurant has good food at a reasonable price.
4 Their income doesn't cover their basic expenses.
5 I have an overdraft at the bank.
6 Do you think Mark will lend me the money?
7 Dan has bought two sports cars.
8 They have a luxurious lifestyle which they can't really afford.

A He's got more **money than sense**.
B No way. He's really **tight-fisted**.
C I'm **in the red** (*opp* **in the black**).
D It must have **cost a fortune**.
E It's **good value for money**.
F I'm not surprised. He **spends money like water**.
G They're **living beyond their means**.
H They **can't make ends meet**.

b With a partner say what you think the **bold** idioms mean.

Can you remember the words and expressions on this page? Test yourself or a partner.

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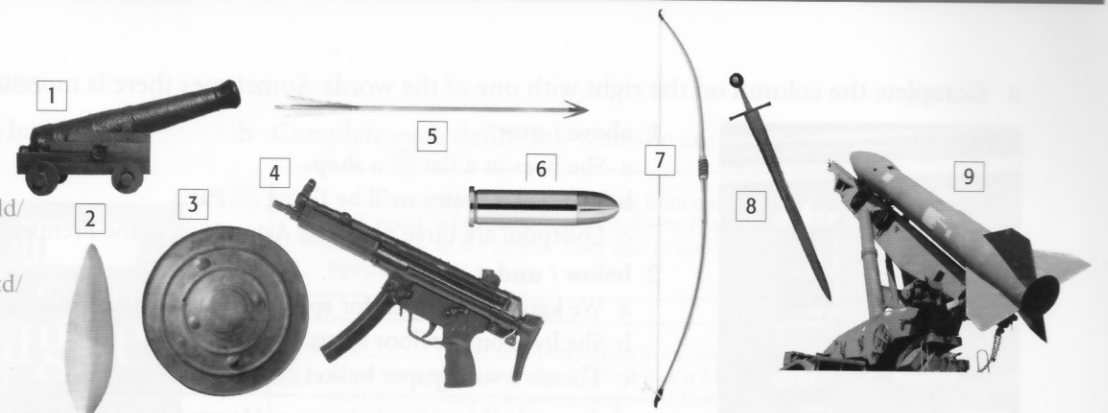
History and warfare

1 Weapons

Match the words and pictures.

- arrow
- bow /bəʊ/
- bullet
- cannon
- machine gun
- missile
- shield /ʃiːld/
- spear
- sword /sɔːd/



2 People and events

a Match the nouns with the definitions for people.

ally /ˈælaɪ/ casualties civilians forces refugees snipers survivors troops the wounded /ˈwuːndɪd/

1 _____ people who are forced to leave their country or home because there is a war, or for political or religious reasons

2 _____ people who have been killed or wounded in a war, e.g. *Both sides suffered heavy ~.*

3 _____ a group of people who have been trained to protect other people, usually by using weapons, e.g. *armed ~, security ~, peace keeping ~*

4 _____ soldiers, especially in large groups

5 _____ people who shoot at someone from a hidden position

6 _____ people who are not members of the armed forces or the police

7 _____ people who have been injured by weapons, e.g. in a war, e.g. *They evacuated ~ from the war zone.*

8 _____ people who have managed to stay alive in a war or accident, especially despite being nearly killed

9 _____ a country that has agreed to help and support another country, especially in time of war

b Match the words with the definitions for events.

ceasefire coup /kuː/ civil war revolution siege /siːdʒ/ treaty

1 _____ when a very large number of people in a country use violence to try to change the government

2 _____ a sudden, illegal, often violent change of government often forced by a specific group of people, e.g. *a military ~*

3 _____ when two armies agree to stop fighting temporarily

4 _____ a war between groups of people in the same country

5 _____ when an army try to take a town by surrounding it and stopping the food supply

6 _____ a formal agreement between two or more countries, e.g. *They signed a peace ~*

3 Verbs describing warfare

Complete the verb column with the past simple of a verb from the list.

blow up break out capture declare defeat loot overthrow retreat shell surrender withdraw

	Verbs
1 The rebels ___ the government. (They removed them from power using force.)	
2 Fighting ___ between the rebels and the army. (It started.)	
3 The rebels ___ the government building. (They made it explode.)	
4 The army ___ from the city. (They moved back to another position for tactical reasons.)	
5 The army ___ the city all night. (They fired shells (explosives) at them.)	
6 The rebels ___. (They moved away from the enemy because they were in danger.)	
7 Some of the rebels ___. (They admitted that they had lost and wanted to stop fighting.)	
8 The army ___ the rebels. (They beat them.)	
9 They ___ over 300 rebels. (They took them prisoner.)	
10 Some soldiers ___ the city. (They stole things from shops and buildings.)	
11 The government ___ war on the rebels. (They announced their intention to go to war with them.)	

⚠ *capture, defeat, overthrow, retreat, and surrender can also be used as nouns.*

Can you remember the words on this page? Test yourself or a partner.

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